

VILLAGE INFANTS SCHOOL LITERACY POLICY

“One of the best ways you can help your children learn and learn to read is to share books with them. Here’s why:

- *They get to know the **sounds, rhythms** and **words** used in the way we write. This is different from how we talk, so hearing stories helps children learn how to read.*

- *They think about the **feelings** of the characters in the book. This helps them as they go about their own lives with other people.*
 - *They think about the **ideas** in the book. This helps them to understand the world.*

- *Sharing books and listening to what your children say about them shows your children that you care about them, you care about what they think and who they are.”*

*Michael Rosen
Writer and Poet
Children’s Laureate (2007-9)*

Foundation Stage

At Village Infants School Nursery and Reception follow the Early Years Foundation Stage Curriculum. The pupils work towards the Early Learning Goals for Communication and Language, Speaking, Reading, Writing and Physical Development. At the end of the Foundation Stage pupils will be assessed as either emerging, expected or exceeding in relation to each Early Learning Goal. Pupils entering Year 1 who have not met the Early Learning Goals for Literacy will be offered additional appropriate catch up programmes.

[Click here for more information on the Early Years Foundation Stage and Characteristics of Effective Learning](#)

Speaking and Listening

At Village Infants School we believe that speaking and listening are central to teaching and learning in all areas of the curriculum. Teachers ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures. Support will be given to pupils whose oral language skills are insufficiently developed. At Village we encourage pupils to develop their competence in speaking and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. Pupils will be given the opportunity to work in pairs, small groups, large groups and as a whole class. They will be encouraged to speak audibly with an increasing command of Standard English. Pupils will also be encouraged to talk in sentences and adults will take every opportunity to increase pupils' vocabulary. Adults will provide pupils with the language they need by modelling talk with another adult.

Teachers will use 'Talk for Learning' strategies to extend pupils thinking. They will name a child before they ask a question and pupils will be encouraged not to put their hands up. Teachers will use talk to stimulate and extend pupils thinking and advance their learning and understanding. Pupils will be given thinking time and questions will be open ended to encourage more meaningful dialogue.

eg Can you tell me more about.....?

Explain why.....?

Describe what.....?

I wonder why.....?

Can you tell me why you think or feel that way?

What else can you say about.....?

Reading

Pupils will be taught to sound out and blend unfamiliar printed words quickly and accurately using their phonic knowledge. Village Infants follows the **Letters and Sounds**: Principles and Practice of High Quality Phonics, Six-phase Teaching Programme from Phase one in the Nursery through to Phase six in Year 2. [Click here to view the Letters and Sounds programme](#). Pupils will be taught Phases 1,2,3 and 4 throughout the Foundation Stage. Phase 5 will be taught in Year 1 with additional catch up programmes in place as appropriate. At the end of Year 1 pupils will take the Year 1 Phonics Screening Test. Any pupils who fail this test will be given additional phonic intervention and will re-take the test the following year in Year 2. This will take place alongside the teaching of Phase 6 in Year 2. There will be movement between the phases as appropriate to pupils developing phonic knowledge. Pupils will also be taught early reading skills by shared reading in groups and then progress to weekly small group Guided Reading Lessons. These will take place every week. Pupils will be given half termly reading targets to work on at home and at school and each pupil will have a Reading Diary for home/school

communication. Pupils will be encouraged to take home a reading book every day and will be able to choose from a wide variety of engaging texts.

Alongside this pupils will hear, share and discuss a wide range of high quality books to develop a love of reading, broaden their vocabulary and develop their understanding. It is important that pupils listen to and discuss stories, poetry and non-fiction at a level beyond that at which they can read independently in order to develop pleasure in reading, increase pupils' vocabulary and their awareness of grammar and develop skills of inference. This should continue throughout their primary years both at home and at school.

Writing

Pupils will be taught to use their phonic knowledge to spell new words. They will be encouraged to orally rehearse sentences before writing them and to re-read their writing to check it makes sense. Writing will be taught by shared writing with the teacher modelling the skills and processes essential to writing eg thinking aloud as they collect ideas, drafting, re-reading and making explicit vocabulary choices. Pupils will be encouraged to draw on and use new vocabulary from their own reading and books they have listened to, in their writing. Pupils will also be taught in small Guided Writing Groups. Pupils will be taught to write stories, recounts, explanations, instructions, reports and poetry. They will be encouraged to discuss what they have written with their teacher and think of ways to improve it. Individual writing targets will be given to each pupil and their writing marked using the success and improvement marking strategy.

Handwriting

Pupils will be taught to sit correctly at a table, holding a pencil comfortable and correctly. Pupils will be taught to form all lower and upper case letters correctly starting and finishing in the right place.

Village Infant School follows the scheme 'A Hand for Spelling' by Charles Cripps. Letter formation will be taught in the following letter families:

r n m h k b p

c o a g d q

e f s

l i t u y j

v w x z

When pupils can correctly form all letters they will be taught joined handwriting.

[Click here to view the National curriculum in England: English programmes of study](#)

Marking

At Village Infant School we use the success and improvement marking strategy. Pupils' writing will be marked in relation to the learning objective of the lesson and/or a pupil's individual writing target. Successes will be highlighted and an improvement given. Pupils will be given time to make the improvement and this will be acknowledged by their teacher. Teachers will also share the marking of an example piece of work with a small or large group where they will discuss with the pupils successes and possible improvements.

Marking Code	
u/a	Unaided – Child completes work without support.
w/h	With help – Child needs adult support to complete work.
TA	Teaching Assistant
T	Teacher
o/f	Oral feedback - Dialogue with adult takes place to move learning forward.
(I)	Improvement – Adult writes/tells child something they can do to improve their writing. It is important that time is given for child to make improvement.
sh/m	Shared marking – Adult marks one piece of work from group or class encouraging children to contribute to highlighting successes and thinking of ways to improve work.
s/m	Self marking – Child highlights successes and thinks of way to improve own work. Needs clear modelling and teaching first. Children need to see lots of shared marking before they are able to do this independently. Begin by just highlighting successes then when appropriate encourage children to think of a way to improve their writing.
p/m	Peer marking – In partners children mark each others work. They highlight 2 successes and suggest an improvement. Needs clear modelling and teaching first with discussion about what is helpful and how partner may feel.
(T)	Target – Teacher circles and ticks either T/T1/ T2 as appropriate when there is evidence of target in a piece of work
GW	Guided Writing – Targeted group work with adult support.
u/a GRJ	Unaided Guided Reading Job
Success and Improvement Marking Strategy <ul style="list-style-type: none"> • Highlight 2 successes (using yellow highlighter) • Tell/write an improvement prompt to enable child to close the gap between current and desired performance 	

Spelling, Vocabulary, Grammar and Punctuation

At Village Infants School we believe that the quality and variety of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing. Grammar and vocabulary is learnt naturally and implicitly through interactions with other speakers and from reading.

Throughout their time at Village Infants School pupils will listen to, share and discuss a wide range of high-quality books with their teacher, other adults and each other. Adults will use correct grammar and Standard English and take every opportunity to further develop pupil's vocabulary and grammar through modelling in a range of contexts. As vocabulary increases teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning and how to develop their understanding of, and ability to use, figurative language. Grammar will also be explicitly taught within the teaching of reading, writing and speaking and pupils will be encouraged to apply and explore these grammatical concepts in the grammar of their own speech and writing and to note it when used by others.

Village Infants follows the Letters and Sounds: Principles and Practice of High Quality Phonics, Six-phase Teaching Programme. From Phase one in the Nursery through to Phase six in Year 2.

[Click here to view the Letters and Sounds programme.](#)

Foundation Stage

Vocabulary, Grammar and Punctuation

In the Foundation Stage pupils are encouraged to use and explore language through play. Teachers will use lots of statements and fewer questions and foster children's enjoyment of spoken language by providing interesting and stimulating play activities. Teachers will encourage the correct use of language by telling repetitive stories. All practitioners will use correct grammar and model Standard English using key vocabulary in a range of contexts. Pupils will be encouraged to talk in sentences and to understand how to create a sentence from an idea. They will be encouraged to explore and understand the difference between letters and words and the spaces between words. This will be done by making human sentences and exploring questions such as:

What is a sentence? Why do we have full stops?

Spelling

Pupils will move from oral blending and segmenting to blending and segmenting with letters. In Reception they will be taught to represent 42 phonemes by a grapheme and encouraged to apply these in reading and spelling words. Pupils will be taught within phases 2, 3 and 4.

Year 1

Vocabulary, Grammar and Punctuation

Teachers will consolidate the sentence work done in Reception and pupils will be helped to expand on what they say, introducing and reinforcing the use of more complex sentences. Pupils will be encouraged to use a wide range of vocabulary when describing real or imagined events and begin to explore word classes such as adjective, noun, verb and adverb. Pupils will be taught to understand and use sentences with different forms: statement, question, command, exclamation and to punctuate their sentences using a capital letter and a full stop, question mark or exclamation mark.

Spelling

Pupils will enter Phase 5 of the phonic programme and broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will be taught alternative spellings for phonemes and learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

Year 2

Vocabulary, Grammar and Punctuation

In Year 2 pupils will be encouraged to include more information in their speech and writing by using effective vocabulary. They will be taught more complex grammatical constructions and encouraged to use them orally and in writing. They will be encouraged to use present and past tenses correctly and consistently and subordination (using when, if that, or because) and co-ordination (using or and or, but) in speech and writing.

Teachers will develop pupils understanding of the function of adjectives, nouns, connectives, verbs and adverbs and to use pro-nouns to avoid repetition.

Spelling

Pupils enter phase 6 and become increasingly accurate spellers. They will be taught to recognise phonic irregularities and become more secure with less common grapheme-phoneme correspondences. They will be able to apply their phonic skills and knowledge to recognise and spell an increasing number of complex words. Pupils will be taught different strategies for learning to spell new words. Pupils will be asked key questions to encourage them to explore spelling patterns

- What do you notice?
- Are there exceptions?
- Can you think of other examples?

Phonics, Spelling and Grammar Overview Year 1 (2015)

	Phonics	Spelling	Vocabulary, Grammar and Punctuation
1 A	<p>Phase 3 (Using and applying) j, v, w, x, y, z/zz, qu ch, sh, th (then, this), th (thin), ng (ring), or (for), ai (rain), oi (coin), ar (farm), ee (feet), er (her, summer, corner) ur (hurt), oo (boot, moon) oo (look, book) oa (boat) ow (cow), igh (night), air (fair), ear (dear) Additional phonics intervention as appropriate</p>	<p>ff, ll, ss, zz, ck <i>eg off, well, miss, buzz</i></p> <p>Name the letters of the alphabet in order</p> <p>Common exception words: the, a, do, to, I, is, his, by, my, was</p>	<p>Leave spaces between words</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Sentences with different forms: statement</p> <p><i>sentence, word, letter, capital letter, full stop, punctuation, statement</i></p>
1 B	<p>Phase 4 (Using and applying)</p> <p>CVC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Additional phonics intervention as appropriate</p> <p>Phonics Assessment</p>	<p>/n/ sound spelt n before k <i>eg bank, think, honk, sunk</i></p> <p>/v/ sound at the end of words <i>eg have, live, give</i></p> <p>Common exception words: of, we, be, me, he, she, no, go, so</p>	<p>Leave spaces between words</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Sentences with different forms: statement</p> <p><i>sentence, word, letter, capital letter, full stop, punctuation, statement</i></p> <p>Use capital letters for names and personal pronoun I</p> <p>Joining words and joining clauses using and</p>
<p>Daily – write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			

<p>2 A</p>	<p>Vowels and Consonants</p> <p>Phase 5 (Using and applying)</p> <p>wh (when, where, which, wheel, while) ay, a-e, ai e-e, ee, ea (sea, meat, each, read (present tense)) ie, i-e, igh o-e, oe (toe), ow (grow) ue, ew, u-e</p> <p>Additional phonics intervention as appropriate</p> <p>Phonics Assessment</p>	<p>Division of words into syllables eg <i>pocket, rabbit, carrot, thunder, sunset</i></p> <p>Days of the week today Use letter names to distinguish between alternative spellings of the same sound</p> <p>Adding ending -ing to verbs where no change is needed to the root word eg <i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper playing, played, player</i></p> <p>Adding s and es to words (plural and third person singular of verbs) eg <i>cats, dogs, spends, rocks, thanks, catches</i></p> <p>Common exception words: said, says, are, were, you, your, they</p>	<p>Sentences with different forms: question</p> <p>Punctuate sentences using question marks</p> <p>question</p> <p>Present tense</p> <p>suffix</p> <p>singular, plural</p>
<p>2 B</p>	<p>Phase 5 (Using and Applying)</p> <p>ea (head, bread, read (past tense)) au (Paul, August) ph (dolphin, alphabet, phonics) ir (girl) ou (out, about) aw (saw) oy (boy)</p> <p>Additional phonics intervention as appropriate</p> <p>Phonics Assessment</p>	<p>Adding ending -ed to verbs where no change is needed to the root word eg <i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper playing, played, player</i> yesterday</p> <p>Common exception words: here, there, where, love, come, some, one, once</p>	<p>Sentences with different forms: commands exclamations</p> <p>command, exclamation, exclamation marks</p> <p>Past tense</p>
<p>Daily – write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			

3 A	<p>Revision of phase 3 and phase 5</p> <p>ie (chief, field, thief) ore (more, score, before) ear (bear, pear) are (bare, dare, care, share)</p> <p>Additional phonics intervention as appropriate</p>	<p>Adding –er and –est to adjectives where no change is needed to the root word <i>eg grander, grandest fresher, freshest quicker, quickest</i></p> <p>Compound words <i>eg football, playground, farmyard, bedroom, blackberry</i></p> <p>Introduce spelling strategies <i>eg analogy - To learn a word I can use words that I already know to help me eg look/took all/ball/call/tall/small</i></p> <p>Common exception words: ask, friend, school, put, push, pull, full, house, our</p>	<p>Word classes: Adjectives Nouns</p> <p>Compound sentences</p>
3 B	<p>Vowels and Consonants</p> <p>Additional phonics intervention for pupils who failed the Yr 1 phonics screening test</p>	<p>Adding endings -er to verbs where no change is needed to the root word <i>eg hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper playing, played, player</i></p> <p>Using k for the /k/ sound before e, i and y <i>eg Kent, sketch, kit, skin, frisky</i></p> <p>Adding the prefix –un <i>eg unhappy, undo, unload, unfair, unlock</i></p> <p>-tch <i>eg catch, fetch, kitchen, notch, hutch</i> (exceptions: rich, which, much, such)</p> <p>Introduce spelling strategies <i>eg mnemonics</i></p>	<p>Word classes: Adverbs Verbs</p> <p>Read words with contractions <i>eg I'm, I'll, we'll, can't, don't</i> and understand that the apostrophe represents the omitted letter(s) contraction apostrophe</p> <p>prefix</p> <p>Speech bubbles and speech marks</p>
<p>Daily – write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			

Phase 3

Terminology for pupils (statutory requirement)

Terminology for pupils (non statutory for year 1)

Grammar, Spelling and Punctuation Overview Year 2 (2015)

	Phonics	Spelling	Grammar and Punctuation
1A	<p>Vowels and consonants *</p> <p>Phase 6</p> <p>Additional phonics intervention for pupils who failed the Year 1 phonics Screening Test Phases 2,3,4,5 as appropriate</p> <p>Phonics Assessment</p>	<p>Phonetically plausible using taught phonemes</p> <p>-y at the end of words eg <i>cry, fly, dry, try, reply, July</i></p> <p>The // /ə/ sound spelt -le at the end of words eg <i>table, apple, bottle, little, middle</i></p> <p>Plurals adding s and es to words* Singular, plural</p> <p>Adding suffix -ed for past tense and -ing for present tense* Irregular past tense eg <i>run/ran, see/saw, blow/blew, fly/flew, drink/drank, make/made, swim/swam</i></p> <p>Adding -ing, -ed, -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter eg <i>patting, patted, humming, hummed, sadder, saddest, fatter, fattest, runner, runny</i></p> <p>Common exception words: <i>after, fast, last, past, father, class, grass, pass, plant, path, bath, who, whole</i></p>	<p>Contractions* – eg <i>didn't, hasn't, couldn't, it's, I'll</i> apostrophe*</p> <p>Punctuation: full stop* question mark* capital letters*</p> <p>Commas for lists, commas before conjunctions Comma</p> <p>Sentence with different forms: statement* question*</p> <p>Word classes: noun* verb* adjective* adverb*</p> <p>Tense (past, present)</p> <p>Expanded noun phrases for description and specification eg <i>the blue butterfly, plain flour, the man in the moon</i></p> <p>Co-ordinating clauses using <i>or, and, but</i></p>
1B	<p>Phase 6</p> <p>Additional phonics intervention for pupils who failed the Year 1 phonics Screening Test Phases 2,3,4,5 as appropriate</p> <p>Phonics assessment</p>	<p>Introduce Spelling Strategies</p> <p>Adding -es to nouns and verbs ending in -y eg <i>flies, tries, replies, copies, babies, carries</i></p> <p>Adding -ed, -ing, -er, -est to a root word ending in -y eg <i>copied, copier, happier, happiest, cried, replied</i></p> <p>Adding the endings -ing, -ed, -er, -est, -y to words ending in -e with a consonant before it eg <i>hiking, hiked, hiker, nicer, nicest, shiny</i></p> <p>The // or /ə/ sound spelt -al at the end of words eg <i>metal, pedal, capital, hospital, animal</i></p> <p>Common exception words: <i>door, floor, poor, because, find, kind, mind, behind, child, children, Christmas</i></p>	<p>Possessive apostrophe (singular nouns) eg <i>Megan's, the girl's, the child's, the man's</i></p> <p>Sentence with different forms: exclamation* command</p> <p>Punctuation: exclamation marks, apostrophe*</p> <p>Subordination using <i>when, if, that, because</i></p>

<p>2A</p>	<p>Phase 6</p> <p>Additional phonics intervention for phases 3/4/5 as appropriate</p> <p>Phonics Assessment</p>	<p>Spelling Strategies</p> <p>The suffixes -ful, -less, -ly eg <i>careful, playful, hopeless, badly</i></p> <p>Homophones and near-homophones eg <i>there/their/they're</i> <i>one/won, here/hear, quite/quiet, see/sea, bare/bear, sun/son, to/too/two, be/bee, blue/blew</i></p> <p>The /ɔ:/ sound spelt as a before I and ll eg <i>all, ball, call, walk, talk, always</i></p> <p>Common exception words: <i>wild, climb, most, only, both, old, cold, gold, hold, told</i></p>	<p>Word class: adverb*</p> <p>Adverbial words and phrases</p> <p>Speech Marks</p>
<p>2B</p>	<p>Phase 6</p> <p>Additional phonics intervention for phases 3/4/5 as appropriate</p> <p>Phonics Assessment</p>	<p>Spelling Strategies</p> <p>The suffixes -ment, -ness eg <i>enjoyment, sadness</i></p> <p>The /r/ sound spelt wr at the beginning of words eg <i>write, written, wrote</i> <i>wrong, wrap</i></p> <p>The /i:/ sound spelt -ey eg <i>key, donkey, monkey, chimney, valley</i></p> <p>The /ɔ:/ sound spelt ar after w eg <i>war, warm, towards</i></p> <p>The /s/ sound spelt c before e, i, y eg <i>race, ice, cell, city, fancy</i></p> <p>Common exception words: <i>every, everybody, even, great, break, steak, pretty, beautiful</i></p>	

3A	<p>Phase 6</p> <p>Additional phonics intervention for phases 3/4/5 as appropriate</p>	<p>Spelling Strategies</p> <p>The /n/ sound spelt kn and gn at the beginning of words eg <i>knock, know, knee</i> <i>gnat, gnaw</i></p> <p>Homophones – <i>night/knight</i></p> <p>The /ɜ:/ sound spelt or after w eg <i>word, work, worm, world, worth</i></p> <p>The /dʒ/ sound spelt as -ge and -dge at the end of words, and sometimes g elsewhere in words eg <i>badge, edge, bridge, age, huge, change, giant, magic</i></p> <p>Common exception words: hour, move, prove, improve, sure, sugar, eye, could, should, would</p>	
3B	<p>Phase 6</p> <p>Additional phonics intervention for phases 3/4/5 as appropriate</p>	<p>Words ending in il eg <i>pencil, fossil, nostril</i></p> <p>The /l/ or /ɒl/ sound spelt -el at the end of words eg <i>camel, tunnel, squirrel, travel, towel, tinsel</i></p> <p>The 'hot' sound spelt a after w and qu eg <i>want, watch, wander</i> <i>quantity, squash</i></p> <p>The /ʒ/ sound spelt s eg <i>television, treasure, usual</i></p> <p>Words ending in -tion eg <i>station, fiction, motion, national, section</i></p> <p>Common exception words: any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents</p>	

Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.

* Taught in Year 1

Not in New Curriculum for Yr 2

Terminology for pupils.